
NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: VINELAND PUBLIC SCHOOLS	School: Veterans Memorial School
Chief School Administrator: DR. MARY GRUCCIO	Address: 424 South Main Road
School Administrator's E-mail: mgruccio@vineland.org	Grade Levels: 6-8
Title I Contact: Dr. Joanne Negrin	Principal: Mr. Joseph Camardo
Title I Contact E-mail: jnegrin@vineland.org	Principal's E-mail: jcamardo@vineland.org
Title I Contact Phone Number: 856-794-6700	Principal's Phone Number: 856-794-6918

Principal's Certification

ving certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and the submission of the Schoolwide Plan.

that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of programs and activities that are funded by Title I, F

I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, F

mardo
s Name (Print)

Joseph Camardo
Principal's Signature

15 MAY 15
Date

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School held _____ 2 _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 6,872,313, which comprised 97.49% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 7,351,647, which will comprise 98.28% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Family Night (Youth Alliance)	#1, 2 and 3	Family engagement		\$500
PARCC Parent Orientation (AMSA)	#1 and 2	Student Achievement		\$900
PARCC Parent Orientation	#1 and 2	Student Achievement		\$50
Academic Clubs	#1, 2 and 3	Extended Time	P2-231-100- 610-10-000	\$1,200

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

4(b)(2)(B)(ii): “The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be seen who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of the plan, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from the community as necessary.

Stakeholder/Schoolwide Committee

Committee members to develop the Schoolwide Plan. For the purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A completed Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Joseph Camardo	School Staff-Administration	Yes	Yes	Yes	
Ms. Martine	School Staff-Teacher	Yes	Yes	Yes	
Ms. DeLouise	School Staff-Teacher	Yes	Yes	Yes	
Ms. Chicini	School Staff-Teacher	Yes	Yes	Yes	
Parents	PTO Parents	Yes			

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

holder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the plan; and conducts or oversees the program’s annual evaluation.

er/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings in which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the annual evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
	Veterans Memorial School	Comprehensive Needs Assessment	X			
Future Date)	Veterans Memorial School	Schoolwide Plan Development				
Future Date)	Veterans Memorial School	Program Evaluation				

s as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

School's Mission

Effective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<p>ie school's mission statement?</p>	<p>The vision of Veterans Memorial School is to provide the best educational program for all of our We will ensure a safe, stimulating and personalized educational environment through academic programs including core subjects, the arts, technology, athletics, and extra-curricular activities. To promote academic excellence, self-esteem, sound character, responsibility and respect for diversity of our staff and students. We recognize that student achievement is the result of a strong collaboration among administration, teachers, families and the community. Through this collaborative effort, our students will become knowledgeable, life-long learners who will be contributing and responsible in our changing society. All students will be challenged to become active participants in the quest for personal excellence. We continue our dedication to the principle that all members of our community, students, parents and staff, can and do learn. We expect the best from our students and will give of ourselves.</p> <p>The mission of the Vineland Public schools is based upon the conviction that all students can learn; recognize that learning is the result of a strong partnership of parents, teachers and the community. Our students are challenged to become active participants in the quest for excellence. Our goal is to provide a safe, creative, stimulating and caring environment which promotes self-esteem, sound character, responsibility and respect for diversity. This will enable the students to become knowledgeable, life-long learners who are contributing citizens in our changing society. We expect the best from our students and will give no less of ourselves.</p>
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SCHOOLWIDE COMPONENT: EVALUATION

26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine if the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

Did the school implement the program as planned?

Yes

What were the strengths of the implementation process?

All stakeholders implemented the plan to the best of their ability and worked harmoniously together to ensure its success.

What implementation challenges and barriers did the school encounter?

The number of students who received services had to be reduced due to current staffing and scheduling restrictions

What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Collaboration amongst the stake holders.

How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Most staff members were eager to work with their peers using a collaborative approach.

SCHOOLWIDE COMPONENT: EVALUATION

What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Staff perception was positive, and measured both informally and formally using survey data.

What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Based upon informal responses from parents, perceptions were positive.

What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

Small group instruction was accomplished within the classroom

The school continued its after school academics assistance program "REACH" available three times per week

How did the school structure the interventions?

Students were identified and pulled once per week during their scheduled P.E. block

How frequently did students receive instructional interventions?

Once per week for identified students

What technologies did the school use to support the program? Did the technology contribute to the success of the program, so, how?

The school purchased Chromebooks, and Apple equipment for PARCC Test preparations. A supplemental instructional math language Arts software program entitled iLx was purchased in the spring to assist the students with the most need.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

ie number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in Arts and Mathematics, and the interventions the students received.

	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> re proficiency (Be specific for each intervention)
Arts	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a
	91	82	READ 180 (Special Ed.. only), REACH, weekly pull-out assistance	There was a slight decrease in Partially Proficient
	116	84	READ 180 (Special Ed.. only), REACH, weekly pull-out assistance	There was a significant decrease in Partially Proficient
	63	112	READ 180 (Special Ed.. only), REACH, weekly pull-out assistance	There was a significant increase in Partially Proficient due to of our RTI program
	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a

tics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> re proficiency (Be specific for each intervention)
	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a
	37	48	READ 180 (Special Ed.. only), REACH, weekly pull-out assistance	Heavier concentration of basic skills Math concepts our Math teaches
	101	65	READ 180 (Special Ed.. only), REACH, weekly pull-out assistance	Heavier concentration of basic skills Math concepts our Math teaches
	85	57	READ 180 (Special Ed.. only), REACH, weekly pull-out assistance	Heavier concentration of basic skills Math concepts our Math teaches

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

ie number of students at each non-tested grade level listed below who performed below level on a standardized and/or development
te assessment, and the interventions the students received.

Language	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention)

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention)
			Basic Skills Instruction, Small Group Instruction	
			Basic Skills Instruction, Small Group Instruction	
			Basic Skills Instruction, Small Group Instruction	

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Students with Disabilities	Small Group Inst.		PARCC, District Benchmarks	
Students with Disabilities	Small Group Inst.		PARCC, KTEA testing, District Benchmarks	
Homeless			N/A	
Homeless			N/A	
Migrant			N/A	
Migrant			N/A	
ELLs	Basic Skills, Focus Groups		PARCC, District Benchmarks	
ELLs	Basic Skills, Focus Groups		PARCC, District Benchmarks	
Economically Disadvantaged	Basic Skills, Focus Groups, Read 180		PARCC, District Benchmarks	

Economically Disadvantaged	Basic Skills, Focus Groups		PARCC, District Benchmarks	
	Basic Skills, Focus Groups, Read 180		PARCC, District Benchmarks	
	Basic Skills, Focus Groups		PARCC, District Benchmarks	

SCHOOLWIDE COMPONENT: EVALUATION

Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Students with Disabilities	ESY		PARCC, District Benchmarks	
Students with Disabilities	ESY		PARCC, District Benchmarks	
Homeless	N/A			
Homeless	N/A			
Migrant	N/A			
Migrant	N/A			

ELLs	N/A			
ELLs	N/A			
Economically Disadvantaged	Academic Clubs		PARCC, District Benchmarks	
Economically Disadvantaged	Academic Clubs		PARCC, District Benchmarks	
			PARCC, District Benchmarks	
			PARCC, District Benchmarks	

SCHOOLWIDE COMPONENT: EVALUATION
Evaluation of 2014-2015 Interventions and Strategies

***ocial Development* – Implemented in 2014-2015**

2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Students with Disabilities	PLC/Vertical Teaming		PARCC results	
Students with Disabilities	PLC/Vertical Teaming		PARCC results	
Homeless				
Homeless				
Migrant				
Migrant				
ELLs	PLC/Vertical Teaming		PARCC results	
ELLs	PLC/Vertical Teaming		PARCC results	
Economically Disadvantaged	PLC/Vertical Teaming		PARCC results	
Economically Disadvantaged	PLC/Vertical Teaming		PARCC results	

SCHOOLWIDE COMPONENT: EVALUATION

***d Community Engagement* Implemented in 2014-2015**

2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Students with Disabilities				
Students with Disabilities				
Homeless	N/A			
Homeless	N/A			
Migrant	N/A			

Migrant	N/A			
ELLs				
ELLs				
Economically Disadvantaged				
Economically Disadvantaged				

SCHOOLWIDE COMPONENT: EVALUATION

Principal’s Certification

Principal’s certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A signed Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

I certify that the school’s stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required by the provisions of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all program activities that were funded by Title I, Part A.

Principal's Name (Print)	Principal's Signature	Date
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SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

4(b)(1)(A): “A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in that is based on information which includes the achievement of children in relation to the State academic content standards and the State student achievement standards described in §1111(b)(1). ”

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Achievement – Reading	Benchmark assessments, SRI	
Achievement - Writing	Portfolio's	
Achievement - Math	District Math Benchmarks, PARCC	
Community Involvement	Sign in Sheets (attendance rates),	
Professional Development	PD Survey, PARCC	PD Survey feedback from our PD Survey concludes that our staff development is well received.
	Staff and Parent Survey	Both parents and teachers expressed (over 85% polled) positive feedback in regards to school climate on surveys.
Language and Culture		
Enrichment Youth Services	N/A	
Students with Disabilities	PARCC	

Students		
Students		
Language Learners	N/A	
Economically Disadvantaged	PARCC	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT
2015-2016 Comprehensive Needs Assessment Process*
Narrative

What process did the school use to conduct its Comprehensive Needs Assessment?

will be gathered through a variety of sources including: Grade level and vertical team meetings, surveys and assessments. Formal and informal observations settings are also used to determine instructional needs. Finally, careful evaluation of existing teaching strategies, existing instructional materials are utilized in conjunction with disaggregated assessment results to clearly identify the targeted populations and their specific needs.

What process did the school use to collect and compile data for student subgroups?

from the PARCC, district assessments, and reading levels will be disaggregated. Results from other pertinent assessments will be grouped and compared made in reference to total population and subgroups. In addition, tracking forms will be used to indicate focus groups, students who have consistently performed just below or just above proficiency levels.

How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is intended to measure) and reliable (yields consistent results)?

collected comes from numerous sources that range from state standardized assessments to school-based results, thus providing a global perspective made as well as the areas in need of remediation.

did the data analysis reveal regarding classroom instruction? The teachers felt that professional development was adequate and more off site training.

did the data analysis reveal regarding professional development implemented in the previous year(s)?N/A

does the school identify educationally at-risk students in a timely manner?

students can also be identified through the use of state assessment, district benchmarks and series assessments. Direct teacher input through I&E is used in identifying at risk students.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

does the school provide effective interventions to educationally at-risk students?

School Guidance Counselor's provides on-going guidance counseling. The Healthy Teens Program provides "At Risk counseling". Counseling is provided at the school. The Read 180 Reading program is utilized for Special Ed. Student's. Small group instruction is used in all classrooms. In addition, we offer several after school clubs and ESY (for special education students) to address the needs of most of our targeted populations.

does the school address the needs of migrant students?

School Social Worker identifies migrant students and assistance is provided.

does the school address the needs of homeless students?

Homeless students are identified by the middle school Social Worker and assistance is provided when needed. The School Guidance Counselors also assist with helping students who are homeless.

does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

ers continue to work in teams (PLCs and Vertical) in order to identify areas in need of improvement within the instructional program.

does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

tion visits are arranged for students prior to changing levels. In addition, Parental Involvement is crucial. A middle school orientation is available to students. Finally, transition articulation meetings are held for district administrators, along with visitations to receiving schools.

did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

current and previous years along with informal discussions were used to select priority problems.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

on the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete below for each priority problem.

	#1	#2
riority problem	Language Arts Literacy	Mathematics
e priority problem st two data sources	All students except the white population including economically disadvantaged and racial/ethnic sub groups are not meeting AYP and performing below proficient on the standardized NJASK test in Language Arts	All students including economically disadvantaged racial/ethnic sub groups are not meeting AYP and performing below proficient on the standardized test in Mathematics
e root causes of the	Data indicates that approximately one-third of the entering grade 6 students are reading below grade level. Differentiated instruction has not been effectively implemented in all classrooms.	Teachers have been dealing with a new curriculum in Small Learning Communities which has caused an increase in grade levels for instructions from one grade level to a minimum of 2 different grade levels. This situation creates a variety of teaching and learning challenges including adjustment issues caused by unfamiliar content and limited funding for interventions
or populations	Total Population, Hispanic, African American, Socio Economic Disadvantaged, Special Education	Total Population, Hispanic, African American, Socio Economic Disadvantaged, Special Education
tent area missed (Mathematics)	Reading and Writing	Mathematics
ientifically research vention to address blems		

he intervention align mmon Core State	The programs and strategies are directly aligned with the NJCCCS to support instruction	The programs and strategies are directly aligned the NJCCCS to support instruction
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SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
riority problem	Parent Involvement	Research Based: NJDOE, EIRC
e priority problem st two data sources	Lack of parental and community involvement at VMS is a concern given our diverse student population as well as the number of students not proficient on the NJASK	Research Based: NJDOE, EIRC
e root causes of the	All Ethnic/Racial and Economically Disadvantaged students including White, African American, Hispanic	Research Based: NJDOE, EIRC
or populations	Language Arts and Mathematics	Research Based: NJDOE, EIRC
ntent area missed (mathematics)	A variety of research based activities are offered to parents throughout the year to support the families of Veterans Memorial School including but not limited to academic evening workshops, parent conferences, I&RS meetings, Child Study Team meetings, Guidance scheduled parent conferences, family fun nights, SPT and PTO meetings.	Research Based: NJDOE, EIRC
ientifically research vention to address	vAll in alignment with the NJ CCCS	Research Based: NJDOE, EIRC

blems		
he intervention align mmon Core State	vAll in alignment with the NJ CCCS	Research Based: NJDOE, EIRC

SCHOOLWIDE COMPONENT: Reform Strategies

§1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

5 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
rea	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Inter (i.e., IES Practice Guide or What Clearinghouse)
k e ker ead y	ELA Mathematics	All Regular Education Students Homeless Migrant Students with Disabilities ELLs	Staff	NJASK and District Benchmarks	Research Based: NJDOE, I
[ELA Mathematics	All Regular Education Students Homeless Migrant Students with Disabilities ELLs	Staff	NJASK and District Benchmarks	Research Based: NJDOE, I
d by t 3, 3,	All		Staff		

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SCHOOLWIDE COMPONENT: Reform Strategies

5 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

SCHOOLWIDE COMPONENT: Reform Strategies

5 Professional Development to Address Student Achievement and Priority Problems

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(b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to student academic achievement standards.

	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Str: (i.e., IES Practice Guide or What Clearinghouse)
	Students with Disabilities	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profd
	Students with Disabilities	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profd
	Homeless	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profd
	Homeless	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profd

Migrant				
Migrant				
ELLs	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profd
ELLs	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profd
Economically Disadvantaged	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profd
Economically Disadvantaged	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profd
All Students	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profd
All Students	PLC/Vertical Teaming	All Staff	Running Records, PARCC results, Survey results	NJDOE-nj.gov/education/profd

sterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

10.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the operation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

Schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the plan and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of the schoolwide program.

Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by staff), or externally? How frequently will evaluation take place?

An internal review will be conducted by a committee comprised of teaching staff and administration.

What barriers or challenges does the school anticipate during the implementation process?

With a great number of variables at both the state and district level in regards to assessment, instruction, curriculum and teacher evaluation there are many unknown variables that will need to be addressed.

How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

By utilizing a collaborative approach with stakeholders, and by focusing on the priority of educating students the school will obtain the necessary buy-in.

What measurement tool(s) will the school use to gauge the perceptions of the staff?

Both formal and informal surveys of the staff will be utilized.

What measurement tool(s) will the school use to gauge the perceptions of the community?

A parent survey will be used.

How will the school structure interventions?

How frequently will students receive instructional interventions?

What resources/technologies will the school use to support the schoolwide program?

We will continue utilize READ 180 as an intervention tool in our Special Ed.. In addition a committee will be formed to look for additional ways to increase to support our plan

What quantitative data will the school use to measure the effectiveness of each intervention provided?

How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Data will be disseminated internally during level and school-wide meetings, and will through newsletters and school website for the community.

a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

4 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

continues to show that successful schools have significant and sustained levels of family and community engagement. A schoolwide plan must contain strategies to involve families and the community, especially in helping children do well in school. Families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

5 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)

All Students.	6th grade Orientation AMSA orientation	6th grade Teachers	Attendance, Running Records, Math Benchmarks	When families become involve children’s education, students, : and communities all benefit bec strong home-school partnership stakeholders focus on the real i: high student achievement (<i>Cap 2000</i>).
All Students	6th grade Orientation AMSA orientation	6th grade Teachers	Attendance, Running Records, Math Benchmarks	When families become involve children’s education, students, : and communities all benefit bec strong home-school partnership stakeholders focus on the real i: high student achievement (Capl 2000).

sterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Knowledge of a strong connection between home and school directly effects student achievement. Our student achievement initiatives must be directly connected to PI goals

How will the school engage parents in the development of the written parent involvement policy?

Utilize the parent survey; include representatives of the PTO and School Planning Team in the development.

How will the school distribute its written parent involvement policy?

The policy is sent home the first week of school and requires a signature from all stakeholders. Copies are sent home in the Wednesday folder as needed.

How will the school engage parents in the development of the school-parent compact?

Utilize representatives of the PTO and School Planning Team in the development.

How will the school ensure that parents receive and review the school-parent compact?

All parents will sign the compact

How will the school report its student achievement data to families and the community?

Data is reported through local media, school-based and district webpages.

How will the school notify families and the community if the district has not met its annual measurable achievement objectives (MAO) for Title III?

Notification is sent home via mail and published on the internet

How will the school inform families and the community of the school's disaggregated assessment results?

Parents receive directions to access the Department of Education's webpage with pertinent information. (School Report Cards)

How will the school involve families and the community in the development of the Title I Schoolwide Plan?

A representative from the PTO was involved in regards to planning opportunities and to provide feedback.

How will the school inform families about the academic achievement of their child/children?

In addition to traditional report cards and progress reports, parents are able to monitor the daily achievements using the parent portal component of the online gradebook via the internet. In addition, individual assessment results are sent, by the district to parents.

What specific strategies will the school use its 2015-2016 parent involvement funds?

Funds were used for supplies and food for school events and informational sessions..

7 separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

erty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. Due to this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in the program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning are the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are committed to it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100	At the school level the following are implemented to retain highly qualified staff: <ol style="list-style-type: none"> 1. Mentoring program 2. Collaborative approach involving PLCs and Vertical teaming
	100%	
Teachers who do not meet the qualifications consistent with Title II-A	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	30	At the school level the following are implemented to retain highly qualified staff: <ol style="list-style-type: none"> 3. Mentoring program 4. Collaborative approach involving PLCs and Vertical teaming
	100%	
Instructional Paraprofessionals providing instructional support who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0%	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

ct must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the distri
perate a Title I school wide program, or terminate their employment with the district.

recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these
acial need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and r
alified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Respon
ources Dept. is primarily responsible for attracting highly-qualified teachers.	HR dept. staff

